

# 2015 ESEA SCHOOL REPORT

**District:** BENTONVILLE SCHOOL DISTRICT  
**School:** OLD HIGH MIDDLE SCHOOL  
**Grade:** 5 - 6  
**Enrollment:** 598

**Superintendent:** MICHAEL POORE **LEA:** 401005  
**Principal:** JEFFREY WASEM **Address:** 406 NW 2nd St  
**Attendance:** 95.47 **Address:** BENTONVILLE, AR 72712  
**Poverty Rate:** 28.76 **Phone:** (479) 254-5450

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

## PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	591	594	99.49	591	594	99.49
Targeted Achievement Gap Group	213	214	99.53	213	214	99.53
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	11	11	100.00	11	11	100.00
Hispanic	35	35	100.00	35	35	100.00
White	501	503	99.60	501	503	99.60
Economically Disadvantaged	176	177	99.44	176	177	99.44
English Language Learners	10	10	100.00	10	10	100.00
Students with Disabilities	67	67	100.00	67	67	100.00

## STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	284	563	50.44	21.47
Targeted Achievement Gap Group	56	196	28.57	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	10	30.00	10.44
Hispanic	10	32	31.25	15.49
White	253	481	52.60	26.68
Economically Disadvantaged	50	160	31.25	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	7	63	11.11	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	169	562	30.07	12.09
Targeted Achievement Gap Group	36	195	18.46	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	10	10.00	4.17
Hispanic	6	32	18.75	10.85
White	152	480	31.67	16.34
Economically Disadvantaged	31	159	19.50	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	6	63	9.52	3.23

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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	2
Number of enrolled students with completed EOY only:	3

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.